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## The Materials And Devices Found In This Rural Schools Of Nacogdoches County

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THE MATERIALS AND DEVICES FOUND IN THE RURAL SCHOOLS OF  
NACOGDOCHES COUNTY

By

Jerushia Brooks

A Thesis in Education Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1936

This Thesis is Dedicated to my husband

Charlie Brooks

My son, Clayton Brooks

and to my aged mother

Eliza Garrett,

whose kind affections

have inspired me.



## ACKNOWLEDGMENT

I wish to express my appreciation to Mr. T. R. Griffith, Instructor at Prairie View College, Prairie View, Texas for his direct and indirect contributions to this thesis. I make special acknowledgment of his criticisms, information and inspiration. Also to Mr. E. S. Richards for his information and guidance in the courses in Education.

Jerushia Brooks,  
Nacogdoches, Texas



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I am very much indebted to my previous instructor, Professor H. B. Fisher, for offering the course in the Public Health Institute at the University of Texas. It was through the purpose of this course that I was drawn to the study of the rural schools in Tarrant County. These schools present many interesting facts, but not only the pupils in the rural schools, but the teachers as well as the parents are playing a part in the life cycle of the rural community. The rural schools are a social, mental, physical and economic factor.

With these facts in mind I wish to present a study of the rural schools in Tarrant County. This study is intended to show the present situation in the rural schools in Tarrant County.

With the above mentioned facts I wish to make a study of the rural schools in Tarrant County. This study is intended to show the present situation in the rural schools in Tarrant County. This study is intended to show the present situation in the rural schools in Tarrant County.



## CHAPTER I

### INTRODUCTION

Having taught fifteen years in the rural schools of Nacogdoches County and adjacent counties is one of the primary factors which has helped me to become interested in the work of the rural schools as a whole. Another factor that stimulated my interest was my study in previous courses in Rural Education.

I am very much indebted to my previous instructor, Professor E. S. Richards for offering the courses in the Prairie View Extension school located at Nacogdoches, Texas. It was through the purpose of these courses that I was aroused as never before to the direct needs of the rural schools of Nacogdoches County. These courses presented the fact, that not only the pupils in the rural schools, but the teachers as well did not realize nor do they appreciate the important part that they are playing in the life cycle of education from a mental, moral, physical and social standpoint.

With these phases of education in mind I was desirous to know more about the real situation in the rural schools in Nacogdoches County.

With the above mentioned factors I was led to make a more thorough investigation so that I may have a better knowledge of the rural schools; their equipments and devices, and to see how the rural schools in Nacogdoches County compare with schools of the same type as discussed



by different authorities.

My further purpose was that through the study of this problem that I would be better acquainted with materials and devices that should be found in a progressive rural school. Not only to form the acquaintance of these things but also gain some information as how to secure, and how to use them in a typical rural school. I am hoping to sell the whole idea to myself.

The method used in collecting data for the study of this problem was as follows:

Direct report from the rural school teachers of Nacogdoches County. This was done by the questionnaire method. These questionnaires were arranged with blank spaces for the teachers to fill in. They were to give in these blanks just what information they had by checking that particular blank space.

Some of these questionnaires were distributed through the Prairie View Extension school at Nacogdoches, Texas to as many teachers as were present. Other questionnaires were carried directly to the teachers' homes. They were collected the same way that they were distributed. Other information was obtained from Miss L. J. Toliver, Jeanes supervisor of Nacogdoches County, through personal contact. The rest was obtained through reading works of different authorities on conditions of rural schools.

Before making an attempt to further the discussion I shall define the terms used in writing this thesis.



### First-Rural School:

The term rural school is understood as one which is primarily concerned with education of children living on farms.<sup>1</sup>

The typical rural school is here understood as the one teacher type although schools with several teachers may be included. Estimates of the number of rural schools in the United States will differ because of varying interpretations of the term.

A recent bulletin states that approximately 325,000 of the 619,078 elementary public school teachers are in schools of the one teacher type. A more recent statement includes 153,300 teachers in one room schools, 47,000 in two teacher schools and 100,000 in consolidated schools making the approximate total of 300,000 rural teachers, out of the 642,712 elementary teachers in the United States in 1928.<sup>2</sup>

### Second-Definition for material:

That of which anything is composed or may be constructed.<sup>3</sup>

### Third-Definition for device:

Something invented and constructed for a special purpose, contrivance. A plan or a scheme.<sup>4</sup>

<sup>1</sup> Funk and Wagnalls College Dictionary. Funk and Wagnalls Co., New York, 1925.

<sup>2</sup> Bizzell, William B. - Rural Texas, The MacMillan Co., New York, 1924, p. 351.

<sup>3</sup> Funk and Wagnalls College Dictionary. Funk and Wagnalls Co., New York, 1925.

<sup>4</sup> Ibid.



Appropriations from public funds for Negro education have increased steadily in recent years, and in a few states the expenditure on public schools for colored people is as great as the total expenditure on white schools ten years ago.<sup>1</sup> In spite of this increase Negro schools still receive far less than white schools and comparison on a per capita basis show that the variation from one state to another may be as much as 8 to 1. The discrepancy is greatest where the percentage of Negro population is highest, fact due in first instance to the defensive attitude which the small white group consciously or unconsciously adopts, and in the second place to the local system of administration which places control of school provision in their hands. Where county superintendents disapprove of Negro education and is unwilling to cooperate in promoting it he can and does hinder it development.

Anderson and Simpson give the following statement: The writer made an inventory of the equipment of 149 rural schools selected at random in 50 counties in one state. He found 87 of the schools all of the desks were of the non-adjustable type; in more than one half of the schools the map equipment was meager; 29 schools were not provided with globes; seatwork materials were inadequate or lacking in all but 31 schools; 26 schools were still

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<sup>1</sup> Jones, G. E. Lance - Negro Schools in Southern States, Oxford at Clarendon Press, 1928. pp. 104 - 105.



using painted blackboards. <sup>1</sup>

Maps were soiled, dating prior to 1914, on spring rollers or in cases with springs broken, and binding rods lacking. Usually the seatwork material belong to the teacher.

The county examination was held at the county seat under the direction of the county superintendent or his appointee and a number of persons participating in these examinations were required to make an average of 75% on the subjects in which they were examined. The county superintendent notified the holder of each only in the county in which the certificate was obtained.

About 1890 - 1900 (according to other estimates of older citizens of Washington County) a few teachers began taking state examinations for state certification. The same as those for county certificates. The only difference was that the applicants for state certificates were under the supervision of the State Board of Education instead of county officials.

The first Negro in Washington County to receive a college degree was Professor M. J. Campbell in 1932. Professor Campbell is the principal of the Washington Colored High School and has been for the past 25 years. At that time (1907) all the teachers in Washington County had from one to three years college training. Some of the rural teachers were below the high school level. By the present time (1932) we do not have a teacher

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<sup>1</sup> Simpson and Anderson - The Supervision of Rural Schools  
D. Appleton and Co., New York, 1932, pp. 15 - 16.



## CHAPTER II

The early teachers of Nacogdoches County had no college training at all. The early teachers had county certificates. The county examinations were held at the county site under the direction of the county superintendent or his appointee once a month. Those participating in these examinations were required to make an average of 75% on the subjects in which they were examined. The county certificates entitled the holder to teach only in the county in which the certificate was obtained.

About 1890 - 1900 (according to older estimates of older citizens of Nacogdoches County) a few teachers began taking state examinations for state certificates were the same as those for county certificates. The only difference was that the applicants for state certificates were under the supervision of the State Board of Education instead of county officials.

The first Negro in Nacogdoches County to receive a college degree was Professor E. J. Campbell in 1932. Professor Campbell is the principal of the Nacogdoches Colored High School and has been for the past 26 years. At that time (1932) all the teachers in Nacogdoches County had from one to three years college training. Some of the rural teachers were below the high school level. But for the present date (1936) we do not have a teacher in the county without some college training. In the high school there are sixteen teachers and all of them have



degrees except five. There are three rural teachers with degrees, and five receiving their degrees this summer (1936) from Prairie View College.

At first these rural schools were built anywhere the patrons thought suitable for a school and a church.

There was so much vacant land in Nacogdoches County as there were in all other sections of Texas that no one considered land or timber important. No thought was required so far as land was concerned. The school house could be built on any vacant land.

On large farms where several families of colored people lived the schoolhouse was built on the land owner's place. Where these buildings were built on personal property they were considered private property. There are still ten one teacher rural schools in Nacogdoches County located on private property.

Two of the rural schools in Nacogdoches County face a state highway. The other twenty nine range from a quarter of a mile to ten miles from the highway. This makes it somewhat difficult to reach some of them during the winter months when schools are in session.

The furniture in the rural schools of Nacogdoches County is very limited. In the two, three and four teacher types of schools some type of a desk and chair are there for the principal. In other rooms only a chair and a table is found.

Following this, we have a report direct from one of



the teachers of the one teacher type of school in Nacogdoches, Texas:

"I have taught in this school for the past seven consecutive years. The school is on public property. The house is one room, very small, and uncomfortable. The windows are on both sides and the door in the end. A box iron heater is used for heating. The pipes extend out through the side of the house and an elbow joint is used outside to turn the pipes upward to prevent the wind from blowing the smoke back into the house.

A home made table and cane bottomed chair is there for the teacher.

The desks are home made too. They are couple desks however sometimes instead of two pupils sitting on one desk there are three. The desks are made so that each desk furnishes the seating capacity for the pupils and a place for their books. The next desks are behind each other.

The blackboards are made of beaver board painted black. There is no provision made in blackboard nor desks to suit the varying sizes of the children. But all are forced to use the same type heights and arrangements of desks and blackboards."

The turn over in the rural schools of Nacogdoches County perhaps is one of the big factors in rural school development. Miss L. J. Toliver, the Jeanes supervisor, reports that the tenure of teachers in the rural sections



of Nacogdoches County is approximate three years because they range from one to ten years in these rural schools.

If the teachers were assured of more permanency no doubt they would put forth more efforts to the building up the school. Wherein they are forced to spend so much of their time and energy trying to hold the position until they have but very little time to spend on improving building a better school in which to work. The following paragraph concerns the tenure of teachers taken from the Problems of The Teaching Profession in an effort to bring out some of the possible disadvantages brought about by short tenure of teacher in rural schools.

"Tenure is a problem that must be solved by the teaching profession and the public work together. The problem is a complex one, because it is related to salaries, training supervision and many other factors." <sup>1</sup>

A statement taken from the Negro Education in Texas 1934 - 1935 concerning the Division of Education for Negroes gives the following statement of what part of the money that is appropriated for scholastics is actually received by Negro school teachers and principals.

"The number of Negro scholastics in Nacogdoches County for 1933-1934, total average 2,863. State appropriation at \$16.00 per scholastic, \$45,308. Annual amount expended for teachers and principals, \$31,311. Average amount

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<sup>1</sup> Almack and Lang - Problems of The Teaching Profession, Houghton Mifflin Co., Dallas Texas, 1931, pp. 231 - 232.



expended per scholastic for teachers' and principals' salaries, \$10.93." <sup>1</sup>

Another statement given in public school directory is as follows: Total number of whites scholastics in Nacogdoches County as follows: <sup>2</sup> 6,843, colored 2,863, total 9,706.

From the above statement we can easily see that the colored teachers do not get near all the money that is appropriated for the scholastic population.

According to the appropriation the colored schools would have received \$45,808 in 1933-1934, whereas they only received \$31,311. With equal distribution in the same year the white principals and teachers would have received \$110,488 but instead they received \$123,985. \$14,497 at the expense of the colored teachers and principals.

This information gives us an idea of some of the possible conditions of the colored teachers and principals in urban as well as rural schools of Nacogdoches County, however the same bulletin shows that there are other counties in Texas where the colored teachers and principals receive far less than those in Nacogdoches County.

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<sup>1</sup> Negro Education in Texas, 1934 - 1935, no. 343, Vol. XI.

No. 3, Austin, Texas March, 1935, p. 65.

<sup>2</sup> Public School Directory, 1933 - 1934, H. F. Alves, Division of Research and Accounting, Vol. IX. no. 11, Austin, Texas, November, 1933, p. 77.



## CHAPTER III

## MATERIALS FOUND IN THE RURAL SCHOOLS OF NACOGDOCHES COUNTY

The data below in the following table cover approximately the number of Negro rural schools in Nacogdoches county according to: Type of schools, number of schools, pupils and number of grades taught in each type of school, average number of pupils per teacher, average salary per teacher.

TABLE I

Types of schools	No. of schools	No. of teachers	No. of pupils	No. of grades taught	Average no. of pupils	Av. salary of teacher per month
One Teacher	17	17	580	7	40	\$65.00
Two Teacher	9	18	497	7-9	35	\$70.00
Three Teacher	3	9	324	9-11	36	\$68.00
Four Teacher	3	12	456	10-11	38	\$75.00
Total	32	52	1857			

The above table shows that there are more one teacher type of schools in Nacogdoches County than any other type. It also shows that there are more grades being taught in the one teacher type than any other type of school according to the number of teachers. And on an average the teachers receive the lowest salary.

The salary of the two teacher type of school increases a little over that of the one teacher type. The number



of grades per teacher decreases with the increase in number of teachers per school. Also the number of pupils as well as the number of grades decrease.

In the three teacher type of school according to previous data as stated in the former table we have a decrease in number of pupils, grades according to teachers as compared with the one teacher type of school and a decrease in average number of pupils per teacher; a slight increase in salary over the one teacher and slight decrease in salary compared with the two teacher type of school.

The four teacher type of school has a decrease in the number of grades per teacher as compared with the other types of schools according to the number of teachers. It also shows an increase in the number of pupils per teacher and somewhat an increase in salary above the one, two and three teacher types of schools.

Next is a distribution table showing the maps found in the rural schools of Nacogdoches County according to the type of school.

TABLE II

Types of schools	MAPS									
	CONTINENTS									
	World	Eu.	Asia	Afr.	Aust.	N.A.	S.A.	U.S.	Tex.	Glob
1-teacher	2	1	-	2	-	-	-	5	5	1
2-teacher	4	3	2	3	2	3	2	4	6	6
3-teacher	2	1	1	1	1	1	1		1	1
4-teacher	1	1	1	1	1	1	1	1	1	1
Total	9	6	4	7	4	5	4	10	13	9

In the above table showing the distribution of maps



as given by the teachers in the rural sections of Nacogdoches County readily show that the two teacher type of school are far better supplied with maps than any of the other types.

Perhaps it is permissible to mention a few things that probably account for the above statement:

First- Three of them are receiving or at some previous time received state aid. Four of them are located in independent districts where there are progressive white schools. When the schools receive new equipment the school officials usually pass their old equipment to the colored schools. Another reason; five of these schools have for their principals teachers that are regular college attendants. All of these principals that I mentioned have from three to four years college training.

The three and four teacher type of schools are about on the same level. However we find one that gives in a very complete variety of maps because that school burned and has recently been constructed and equipped.

One of the four teacher schools is fairly well supplied with maps, etc. for the reason it was at one time the county training school in Nacogdoches County. Another one of the four teacher schools reports that the school burned about four years ago and because of the fact it hasn't been able to reach the standard that it once held. Although efforts are being made to reach the standard. The other four teacher school falls very short so far a maps



are concerned. This is probably due to the fact that the principal of this particular school doesn't attend any college at all. It has been probably ten or twelve years since he attended and that was one quarter of a summer school in 1925. He is approximately nearing sixty years old. His college level is very low, the writer is sure it is not above second year college level.

The next table shows a variety of materials found in the rural school of Nacogdoches County as to the type of school. Number and kind of flash cards, number of pianos, number of sand tables, work tables, thermometers, pantographs, hectographs, writing scripts, book of games, charts and library volumes.

VARIETY OF MATERIAL FOUND IN THE RURAL SCHOOLS OF NACOGDOCHES COUNTY

Types of school	Flash Cards					MISCELLANEOUS				
	No.	Sentences	Phonics	Writing	Piano	sand table	Work table	Thermometer	Plan Book	Printing set
1-teacher	8	2	2	2		9	2	1	1	1
2-teacher	9	3	3	2	1	5	5	1	1	1
3-teacher	2	-	-	-	2	2	2	2		1
4-teacher	2	1	-	-	2	2	1	1		1
Total	21	6	5	4	5	18	10	5	2	4



# VARIETY OF MATERIAL FOUND IN THE RURAL SCHOOLS OF NACOGDOCHES

Types of school	Flash Cards		MISCELLANEOUS				
	Words	Panto-graph set	Hecto-graph set	wri-ting script	Book of game	Libra-ry Vol.	Charts
1-teacher	7		1		1		3
2-teacher	7	1	1	1	6	1	7
3-teacher	2	1	1		2	1	1
4-teacher	2	1	1		1	1	1
Total	18	3	4	1	10	3	12

The above table shows the following distribution of the variety of materials found in the rural schools of Nacogdoches County in keeping with the types of schools.

First- The one teacher type of school shows the following distribution of materials. Eight of them have number flash cards, seven have word flash cards, two have sentence flash cards, two have phonic and one has writing flash cards. None of the one teacher type of schools have pianos. Nine have sandtables, ten have work tables and only one has a thermometer. One has a plan book, printing set, and book of games. None has pantograph, writing script or library volume. Three have reading charts.

Second- The two teacher type of school: Nine of these schools have number flash cards. Seven have word flash cards. Seven have word charts, three have sentence flash cards, two have phonic flash cards, two have writing flash cards. One has a piano. Five have sand tables, work



tables. One has the following: thermometer, pantograph, writing script and library volume. Two have printing sets. Six have book of games.

### Third- Three teacher type:

Two of these schools have number flash cards, word flash cards. No other type of flash cards are found in the three teacher type of school. Two have pianos, sand tables, and thermometers. None have plan books. One has a printing set, pantograph, chart, and a library volume. Two have a book of games.

### Fourth- The four teacher type:

Two have number flash cards, word flash cards, pianos and sand tables. One of them has sentence flashcards, work table, thermometer, printing set, pantograph, book of games, library volume and chart.



## CHAPTER IV

THE INADEQUACIES OF THE RURAL SCHOOLS ACCORDING TO  
AUTHORITIES

The cost of equipping a school building is greater than is usually thought. In thinking of school building equipment it will be well to think of it as two types.

(1) The wall equipment and (2) the classroom equipment.<sup>1</sup>

To appreciate the importances of the wall equipment some basis for classification of the equipment is almost essential. Ordinarily such classification on their basis is that by Clarence Kingsly. The classification which Mr. Kingsly makes is as follows:

I. For illumination.

1. Window and window shades.
2. Hooks for window poles.
3. Color scheme and finish of walls.
4. Artificial light switches.

II. For visual instruction.

1. Blackboards.
2. Corkboards.
3. Maps and display rails.
4. Magazines and book display racks.
5. Display case.
6. Picture hanging space with mantle shelf.
7. Electric outlet for lanterns.

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<sup>1</sup> Adams and Taylor - Introduction to Education and Teaching Processes. McMillan Co., New York, 1932, pp. 292 - 312.



### III. For storage:

1. Cupboards and drawers.
2. Vertical files.
3. Floor cases for charts and posters.
4. Bookcase.
5. Pupils individual cupboard.
6. Cases for storage of pupils' trays.
7. Wardrobes for unfinished garments.
8. Teacher's closets.

### IV. For cleanliness.

1. Outlet for vacuum cleaner.
2. Lavatory.

### V. For temperature control and ventilation.

1. Thermometer and thermos.
2. Window and air defectors.
3. Vent for air to leave room.

### VI. For communication.

1. Doors.
2. Telephones.
3. Loud speaker or amplifier.

### VII. For time indication.

1. Clock.

In any schoolroom the question of illumination is usually beyond the teacher's control. It is often the same with color scheme. However, the teacher can usually make the maximum or minimum use of the window shades that cannot be rolled up and down and which, as a result, are



put at a certain position left there. This should not happen. Almost any teacher can bring enough pressure on the superintendent and school board to have workable shades if she is really interested enough in the subject of ventilation and lighting. Even where the shades are workable, teachers often leave them lowered and use artificial lights as a means of illumination. Artificial lights should not be used when it is possible to have sufficient sunlight.

In regard to equipment for visual instruction, it is well to keep in mind the psychology of attention. Advertisers used to place their advertisements too high above eye-level and they were not effective. Now, however, they are being lowered to meet the level of the eye. Blackboards must not be so high that they are difficult to see or so that they may cause eye strain. A maximum height of seventy-eight inches from the floor and less in accordance with the height of the children who are to use it, is advocated in blackboard placement. The law of attention should also be kept in mind in the placement of all other visual instruction and apparatus.

Most school rooms are short on storage space. More and more do we need space for school equipment. Progressive methods of teaching make increasing demands for materials. Collections for nature study, lantern slides, posters, books, English papers and charts, all demand space if they are to be cared for properly. She should



use her influence to see that such things are carefully preserved. To keep sufficient storage space for them is essential. The tendency is to provide permanent storage space in the construction of the building rather than to purchase cases to be placed against the wall. No argument need be advanced for ample storage space in the forms of lockers and wardrobes for the use of the teachers and the pupils.

The problem of communication at the school building will doubtless take on new importance now with the coming of the radio facilities. When it does suitable arrangements in building construction must be made for them.

#### Material needed in the classroom:

When one turns to the needs of the classroom other than wall equipment, it is evident that both equipment and supplies must be discussed. Equipment has been defined as "any physical object exclusive of structures, supposed to last year after year with reasonable use". Supplies have been defined as "any material or article the use of which results in the physical consumption of the thing used".

According to these definitions, the furniture in the room, saws and hammers, would be considered equipment, but paper, cards, ink, glue and the like would be considered supplies. No attempt will be made in this discussion to adhere to these distinctions, but instead attention will be called to the extensiveness of classroom needs.



In addition to seats, tables, balls and books, the teacher needs an abundance of material if she would stress experimentation, construction and expression as much as possible in progressive methods of teaching. More and more do we believe that in education mental impressions should lead the physical expressions. But physical expressions if directed in the right channels, require an abundance of materials which Parker and Temple believe are needed for classroom work.

Before going on further with Adam's and Taylor's discussion with reference to school building equipment and materials that should be found, we shall see how the rural schools of Nacogdoches County fit into this program.

The problem of illumination is the first thing that he mentions which is concerned with lights and light regulation. All of the schools of Nacogdoches County have some type of windows, but they are not properly arranged. One of the one teacher schools has the windows arranged on one side of the room. The other sixteen one teacher type of school have windows on each side of the room. Five of the two teacher type of school have the windows on one side of the room. The other four have windows on each side. All three of the three and four teacher type of schools have their windows on one side of the room. Cross light is supposed to be hard on the children's eyes, for that reason efforts are being made to arrange the light so as to come in from only one side of the room.



The color scheme has not been stressed in any of the schools in the rural section of Nacogdoches County.

All of the two, three and four teacher schools have shades. These are used to protect the children from sunlight shining in their books while studying. Some of the school rooms have sunlight, that is direct sunlight in the morning and some in the afternoon. In the rural schools the only means of artificial lighting is by kerosene lamps.

#### Second-Visual instruction:

We do not find many of the things in these schools as compared with Adams and Taylor's list save the blackboards. All of the schools have type of blackboards.

#### Third- Storage:

The one teacher schools don't have any provisions made for storage. The two, three and four teacher types have book rooms. These book rooms must serve for the store room in general. Whatever is to be reserved must be kept in the book room.

The school room should be a workshop.<sup>1</sup> To this end they should be readily accessible to tools which are essential for the kind of work which the school expects. This means that books or references, Atlas illustrative materials and apparatus should be arranged so that their use occasion the least practicable disturbance of the

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<sup>1</sup> Adams and Taylor - An Introduction to Education and Teaching. Chapter IV.



pupils train of investigation. It is unfortunate that many teachers make the use of such helps to study. A matter of sufficient formality and procedure as to interrupt seriously the problem under study or even to deter pupils for resorting freely to such facilities.

Modern teaching is placing more and more emphasis upon developing ability to use effectively reference books, magazines and other first hand sources of information applying to the point at hand.

A work table around which a group may readily use reference matter should be a part of the equipment of a real working room. In order that the pupils may consider this their work shop it is well to encourage them to bring auxilliary materials of their own. The teacher who inaugurates and encourages such a use of classroom materials and equipment is following one of the very best plans for utilizing the physical features of the classroom to forward the work of instruction.

Here we have a suggested list of equipment taken from the Everyday Problems of the Country Teacher.

Equipment for a one teacher rural school: (Recommended by the Federal Bureau of Education as either necessary or desirable).

1. Jacket heater.
2. 150 square feet of slate blackboard (24 inches and 34 inches from the floor).
4. Covered containers for water or a sanitary drink-



ing fountain.

5. Water pail.
6. Inexpensive wash basins or two wash bowls.
7. A mirror.
8. A coal hod and shovel.
9. Floor brushes.
10. Dustpan and brushes.
11. Oil mops and 6 gallons of oil.
12. Waste basket.
13. Pencil sharpener.
14. Teachers desk and chair.
15. Two chairs for visitors.
16. Kindergarten table with chairs.
17. One library table with chairs.
18. One movable chair, desk or adjustable seat per child.
19. Thermometer and globe.
20. Map of the world.
21. Map of the United States.
22. Map of State showing counties and township or other divisions.
23. Hectograph.
24. Hand bell.
25. Liquid soap and container.
26. Clock.
27. Bulletin board.
28. First aid case.
29. Phonograph and records.



30. Piano or organ.
  31. Pictures.
  32. One unabridged dictionary, six abridged.
  33. Set of compasses.
  34. Six boxes of crayon.
  35. Cleaning compound.
  36. Adjustable shades.
  37. Screens for windows and doors.
  38. Paper toweling.
  39. Shelving for children's lunch boxes.
  40. Suitable boards cut to fit tops of desks making tables for school or community exhibits, dinners, etc.
  41. Measures, half pints, pints, quarts, gallons, pecks, half bushels.
  42. Foot rules and yard sticks.
  43. United States flag.
  44. Such materials for primary children as scissors, colored construction paper, plain construction paper and crayola.
  45. Modeling clay or plasticine, 1/2 lb. per pupil, in first two grades.
  46. Phonic builders.
  47. Picture and word matchers.
  48. 20 sheets of clip board, 27 by 19 inches.
  49. 50 sheets of oak tags, 9 by 12 inches.
  50. Price and sign marker or printing outfit.
- Texts: Modern texts in arithmetic, language, spell-



ing, history, civics, geography, hygiene.

51. Four basic texts in reading through third grade.
52. Two basic texts in reading in other grades.
53. Two supplementary texts in reading per pupil, of as many different kinds as there are pupils in the class for primary grades 1 to 3.
54. Three sets of geographical readers dealing with food, clothing, shelter, and description of the continents.
55. Set of six supplementary readers in history.
56. Two current magazines containing juvenile material.
57. Magazines containing an abundance of pictorial material for use in geography.
58. One good farm paper.
59. One copy for every child above third grade, of an inexpensive weekly current paper.
60. Cabinet of arithmetic practice material in the fundamentals.
61. Standard reading tests per pupil for testing progress in reading (select types easily scared).
62. One copy for each child above second grade of an intelligence test (for helping to grade and to properly organize one teacher schools).
63. Hot lunch equipment. <sup>1</sup>
64. Library containing 80 juvenile books, 10 for each grade.

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<sup>1</sup> Henrietta Calvin - Bureau of Education Home Economics circular no. 13.



## CHAPTER V

## CONCLUSION AND RECOMMENDATIONS

To determine the purpose, the aim, or goal of education in any given year it is necessary to take to society the social organization which is, in the final analysis, life.

Herbert Spencer says goal of life is "complete living- living in the widest sense. To live completely means to be useful as possible and to be useful as possible and be happy. Usefulness means service, and to be happy one must enjoy both his work and his leisure". John Dewey tells us education is not merely a preparation for life, it is life". Therefore both must have a common purpose.

Briefly, then, education in its larger sense aims to develop every individual into a wholesome, intelligent being. Its fundamental goal is the enrichment of life and the building of character.

The school should be a work shop where children and teachers are engaged in interesting, educative activities, where they are learning to solve significant problems that are common to child life and to all socially efficient beings, where the child lives in the school as the adult lives in the world outside the school. Just what are the abilities and qualities necessary for socially efficient citizens at this particular stage of civilization. The detail list would be inexhaustible, but a few



of the most vital, we would all agree, are to be able to think clearly and independently; to be able to assume responsibility; to have initiative and self reliance; to have a keen sense of right and wrong and a sympathetic regard for the rights of others; to be able to lead and yet be able to take directions from others; to be obedient, honest, courteous, generous; and yet thrifty; to know how to work, to study, to use and treasure books.

Various types of activities in connection with a variety of materials and devices may indulged in order that adequate training may be received in the various phases of social efficiency. They are rather the out-growth of needs that have naturally developed in a social group. This various types of lessons commonly known as a problem, project, appreciation and drill lessons are ordinarily not definitely planned by the teacher.

The following recommendations are offered for the improvement in rural schools of Nacogdoches County:

1. Equal expenditure of appropriations for scholastics.
2. The assurity of tenure of teachers.
3. Better salaries for teachers.
4. Consolidation of the small one teacher schools.
5. More preparation on the part of the teacher.
6. Visual aids for more effective procedure in the teaching process.
7. Securing the service of a health nurse.
8. Beautification of school campus.
9. Close supervision of school room activity.



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